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By-Kreitlow, Burton W.

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This theoretical paper is the concluding part of an extensive two-part examination of the problem of educating adult educators. The first part dealt with the relationship of adult education to other disciplines. This part establishes a framework for classifying areas of needed research in the field of adult education. The framework used here is based on application--learning, teaching, social change, guidance, and other activities. Some of the areas of need identified are tied almost wholly to a specific discipline or an applied field, while others are associated with certain program areas. Three interrelated categories of application are used (1) the adult as an individual and as a learner, (2) the adult's response to sociocultural phenomena, and (3) the adult education enterprise. A background is provided for each area of need; series of questions are asked in order to demonstrate the scope of these needs; and each need is given focus by a short statement or a few summarizing questions. (ly)

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THEORETICAL PAPER NO. 13

EDUCATING THE ADULT EDUCATOR: PART 2. TAXONOMY OF NEEDED RESEARCH

REPORT FROM THE ADULT RE-EDUCATION PROJECT

WISCONSIN RESEARCH AND DEVELOPMENT

CENTER FOR COGNITIVE LEARNING

THE UNIVERSITY OF WISCONSIN
Madison, Wisconsin

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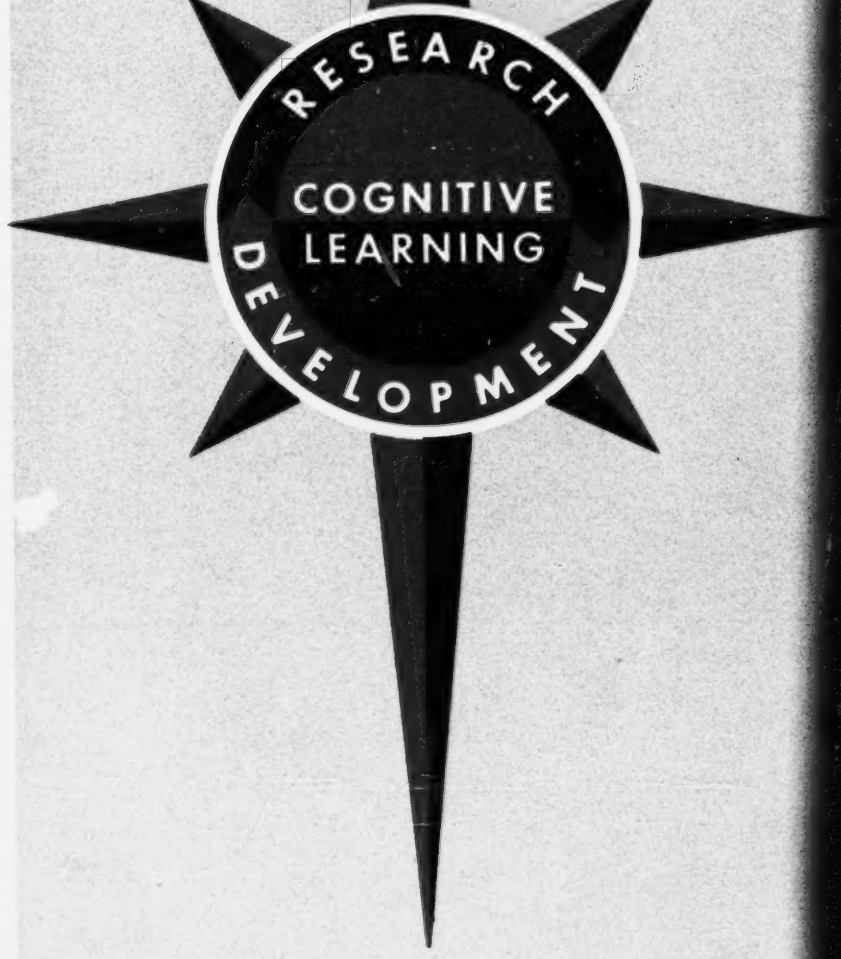

Theoretical Paper No. 13

EDUCATING THE ADULT EDUCATOR:

PART 2. TAXONOMY OF NEEDED RESEARCH

By Burton W. Kreitlow

Report from the Adult Re-Education Project
Burton W. Kreitlow, Principal Investigator

Wisconsin Research and Development
Center for Cognitive Learning
The University of Wisconsin
Madison, Wisconsin

May 1968

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FOREWORD

This Theoretical Paper is the concluding part of an extensive examination of the problem of educating adult educators. The first part dealt with the relationship of adult education to other disciplines. This part establishes a framework for classifying areas of needed research in the field of adult education.

This study is a product of an activity which was supported by the University of Wisconsin Research and Development Center when the Center was established. At that time one of the areas of interest was re-education. To narrow the focus of the Center in order to more efficiently attack instructional problems, the projects on re-education are being phased out. This does not imply that re-education or projects dealing with adult learning are not important. In fact this theoretical paper should be quite helpful for it provides a conceptual basis for research and development of instructional programs for adults.

T. A. Romberg
Director of Programs 2 and 3

PREFACE

This study is reported in two parts, of which this is the second. It established a usable framework for classifying the areas where research in the field of adult education is needed. Part 1, previously published, deals with concepts for the curriculum for those who are in training to become adult educators. It relates adult education to other disciplines.

The developing pattern of social and technical change in the United States is exerting a great pressure on adults for retraining, continuous education, and new learning. This pressure, long predicted by those engaged in adult education, now calls for answers to questions not previously resolved by practice or research. The need for solutions to pressing problems about the education of adults is recognized and immediate.

Four entities have joined forces to make possible this study, each having a particular concern to satisfy and a particular contribution to make. They are:

1. The Commission of the Professors of Adult Education of the Adult Education Association has been concerned about (a) the paucity of sound basic research, as well as (b) the limitations of applied research completed to date. Efforts of its members in preparing the volume, Adult Education: Outline of An Emerging Field of University Study, often were frustrated by lack of a research base to support the framework of the field.

2. The U. S. Office of Education has encouraged the undertaking of fundamental adult education research projects and the developments of graduate programs.

3. The Federal Extension Service in the U. S. Department of Agriculture, in cooperation with State colleges and universities, is engaged in serious explorations of both research and training in Extension Service educational programs.

4. The University of Wisconsin, one of twenty-six institutions with an advanced degree program in Cooperative Extension and one of fifteen with a doctoral program in adult education, is engaged in a number of applied research projects developed as a means of resolving problems of the field level adult educator.

In 1965, under the direction of George F. Aker, an extensive classified bibliography of research literature published from 1953 through 1963 dealing with Adult Education Procedures, Methods and Techniques was produced in book form, but this leaves great gaps which have not been filled by research bibliographies. The annual summer issue of Adult Education has attempted to do this each year, with the Summer 1967 issue being compiled by the ERIC Clearinghouse on Adult Education recently established at Syracuse University.

The Clearinghouse on Adult Education established in cooperation with the Educational Research Information Center (ERIC) of the U. S. Office of Education has classified research work already completed into categories analogous to the thirteen reported in the June, 1950, June, 1953 and June, 1959 issues of the "Review of Educational Research." However, it is interesting to note the gaps in research reported by ERIC/AE, relation of AE to society, and the psychology of adults. Likewise, it is interesting to note the research reported by ERIC in categories unmentioned by RER: Adult Education personnel recruitment, selection and retention; learning environments and formats; and vocational, job-related training, including continuing education in management and the professions. Thus, when one looks at the overall picture of Research in Adult Education, one sees great concentrations of effort in certain categories (where, undoubtedly, funds are available) at the same time that great gaps exist in all other research categories. It was the objective of this study to integrate the "adult education" literature with relevant material from other fields and to categorize it in terms of the basic researchable problems in adult education, emphasizing not only gaps where research is needed but also the priorities by which these gaps should be filled.

Those who wish to examine the overall objectives and the procedures used in the entire project of which this report is a part are urged to secure a copy of the publication Educating the Adult Educator, Part 1 Concepts for the Curriculum. It is available from either of the following offices:

The University of Wisconsin
College of Agriculture Bulletin Room
Madison, Wisconsin 53706

U. S. Department of Agriculture
Federal Extension Service
Division of Research and Training
Washington, D. C. 20025

B. W. K.

ACKNOWLEDGEMENTS

This report is the result of more cooperation on the part of different organizations and persons than could ever have been anticipated. Its financial support has been a blend of resources from the School of Education, the College of Agriculture and University Extension of the University of Wisconsin and from the United States Departments of Agriculture and of Health, Education and Welfare.

In human support, 34 persons of national reputation in their respective scholarly disciplines or fields of work gave from 30 minutes to three hours of their time to a discussion of the research needs of adult education and the contributions, potential or actual, of their own fields of study to resolution of these needs. In addition, 36 leading adult educators, after reviewing the initial draft of this report, met in Washington, D. C., for a three-day session of constructive criticism of the paper and an examination of the research within the framework outlined.

The documentary base for contributions to this study is a result of the loyal work of staff members and graduate students of the University of Wisconsin. Included in this group are:

Paul Butterfield	Project Assistant
Evan Clingman	Project Assistant
Ardyce Haring	Instructor, Agricultural Journalism
James Long	Project Assistant
Beatrice Loy	Secretary
Dean O'Brien	Assistant Professor, School Administration
William Portel Foster	Project Assistant

Of special note is the work of the Project Associate, Mrs. Ludmilla Marin, who was responsible for the coordination of the project work on the Wisconsin campus; Darcie Byrn, United States Department of Agriculture, for his critical review of the initial draft of the report; and John Gaus who updated the report between its release as a mimeographed document in 1965 and its publication in 1968.

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I

INTRODUCTION TO RESEARCH AREAS NEEDING ATTENTION

There is a veritable symphony of research needs in adult education, but careful listening will identify the different themes. Certain of them can be heard again and again in every phase and kind of adult education. Others are heard very infrequently but, when heard, stand out clearly and distinctly in unforgettable juxtaposition. Still others are all but lost in the stream of sound.

The main themes are identified in this report. In reviewing the literature, as reported in Part 1, it was noted that each discipline and each applied field believes that its theme is the most important. Any reviewer of the field may miss completely some of the themes. This limitation is recognized and accounts for the aid sought from the conferees in reviewing the earlier summary.

Often the same sound comes from several sources and the research problem can be identified under several areas. For example, the need to know more about the psychological impact of the various media of communication can be identified in either psychology or communication, or both.

The interrelations among problems and resource fields make necessary a minimum framework about which to organize the findings.

FRAMEWORK FOR RESEARCH

Research needs found in the literature and suggested by the interviewees could be structured in a number of ways. Reasonable structures can be developed in ways such as the following:

By program area (homemaking, parent education, vocational training, liberal studies, etc.)

By institution (public schools, evening college, Cooperative Extension, libraries, etc.)

By discipline (psychology, anthropology, sociology, etc.)

By application (learning, teaching, social change, guidance, etc.)

The framework chosen here is by application. In this type of structure, some of the identified areas of research need will be tied almost completely to a specific discipline or an applied field and some will be associated with certain program areas.

In structuring the research needs by application, care is taken not to overlook the potential of basic research in any discipline. Research which eventually may contribute to adult education is not limited to that which now shows a promising line of application. The potential for projective, theoretical and speculative research in the field is developed from the interrelationships between the applied fields and the disciplines and should be recognized. It is often in the speculative area that breakthroughs on new approaches to investigation are made.

The choice of a framework related to application is somewhat allied to the reference points used by Brunner in An Overview of Adult Education Research.[1] It is unlike the chapter in the Handbook of Adult Education[2] which is organized around program areas and institutions; and it is unlike the Hendrickson[3] chapter in the

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[1] Brunner, Edmund deS.; Wilder, David S.; Kirchner, Corinne; Newberry, John S.; An Overview of Adult Education Research. Adult Education Association of the U. S. A., 1959.

[2] Kreitlow, Burton W., "Research in Adult Education," Handbook of Adult Education in the United States. Chicago: Adult Education Association of the U. S. A., 1960.

[3] Hendrickson, Andrew, "Adult Education," Encyclopedia of Educational Research (Chester W. Harris, editor). New York: The Macmillan Co., 1960.

Encyclopedia of Educational Research which concentrates on programs.

In listing the research needs, no order of importance (first to last) is suggested, but those areas where greatest emphasis has been noted in the literature, interviews, and discussions are identified as having priority.

NEEDED RESEARCH

Research needs identified during the course of this investigation are organized into three interrelated categories of application. As noted in Figure 1, they are:

A. The Adult as an Individual and a Learner
B. The Adult's Response to Social-Cultural Phenomena
C. The Adult Education Enterprise

In some instances the area of research needs is arbitrarily placed in one category of application when it is also closely allied with another. This is noted in such an item as personality and behavior change which could be placed in either the Learning or the Adult's Response category. It would also be reasonable to reinterpret several of the areas of need in the Adult Education Enterprise category and place them in Learning or Adult's Response. It is the intent of this report to provide a tenable structure that can be used as a base for further development.

Figure 1 also demonstrates that there are disciplines in addition to psychology, sociology, and anthropology which contribute to the field. All of these disciplines, in coordination with the adult education enterprises and the total field of education, provide the climate in which projection, theory building and speculation can occur. When these activities occur, the potential is present for developmental and experimental programs in adult education.

Each area of research need is presented in three steps: First, a background to the area is provided; second, a series of questions is asked to demonstrate the scope of research need; and third, the need is given focus by a short statement and a limited number of summarizing questions.

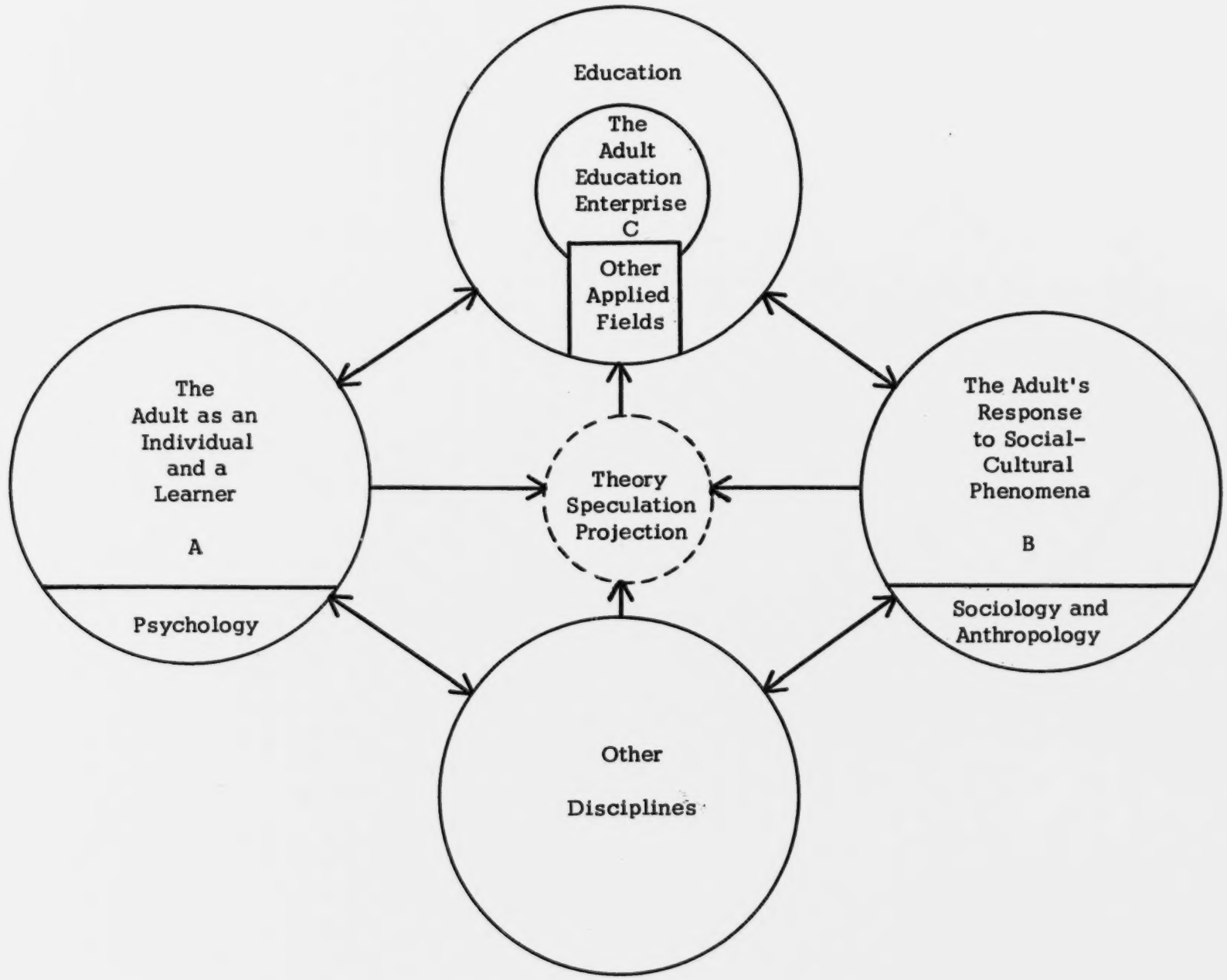

Figure 1—A Schema of Research Needs in Adult Education

II
THE ADULT AS A LEARNER

1. The social need for continued learning requires that those who develop programs for or teach adults resolve a number of questions about the quality and quantity of the learning. Many program development and teaching type questions can be answered by interpolations from previous research.

Much information on learning can be found in the research of psychologists, and a good deal of it appears to have application to adult education. A limit to direct application, however, is the fact that research on human learning almost always has taken place among captive audiences, such as those found in schools or in groups where the decision to learn has been imposed. The differences in background experience that adults bring to a learning setting, when compared to those of youth, strongly press for studies of validation. Is the framework of adult education satisfactorily aligned with learning theory? What do selected learning theories explain about successful adult programs? Which program development theories are supported by learning theory? How do certain sociopsychological factors influence the learning of adults? What barriers do they provide to learning, to acceptance of retraining? What physiological basis is there for a differential approach to learning by adults?

What social conditions are the most conducive to learning? How do social values affect the learning process? To what extent do value demands affect learning outcomes? What are the social consequences of learning new skills, adopting new practices?

What are the functional relationships between successful group action and individual learning? What are the most effective conditions for learning as an individual—in pairs, as part of a group? To what extent does group involvement influence the quality and quantity of learning?

What are the best predictors of the potential for individual adult learning? Are there process distinctions between learning for work and learning for leisure? What are the changes in learning that occur with increased age? How do these relate to social class, the nature of motivation, personal goals, the organization for teaching?

This is a PRIORITY area: What are the most appropriate conditions for adult learning?

2. Change in overt behavior, skills, attitudes, feelings or values is the ultimate educational goal for which learning experiences are provided. A change in adult behavior depends upon many factors of which some are known, some are suggested and some are missing from the research literature. A great deal of what is known about behavior change in children does apply to adults, but again, the nature of the background an adult brings to a learning experience may stand in the way of a gross transfer of this knowledge. Adults are different from children. Changing the behavior of one is not the same as changing the behavior of the other. Thus, those involved in planning programs for and teaching adults ask questions about changing adult behavior that have yet to be answered by psychologists and sociologists. Are the developmental psychology concepts "developmental tasks" and "dominant concerns of adulthood" usable benchmarks for planning behavior change? What is the most useful model for development in the adult years? Is the concept of "margin" valid and useful in teaching adults? In planning for behavior change, how important is the client's personal commitment, his self-insight? How are these developed? How does the educator use or overcome group pressure and social values in order to bring about change?

What is the effect of "nonwork" on the potential for behavior change? In what ways do social values, social structure and language patterns restrict or encourage change? What are the psychological conditions under which

behavior change is the most stable or flexible—when self-determined, determined by a small group, or determined by a community?

In what way does the nature of the goal—learning or action-oriented—relate to behavior change?

More knowledge about the pressures for and against behavior change is a research need of HIGH PRIORITY: What are the personal (internal) and social (external) factors that lead to changed behavior in adults?

3. Most youth accept school attendance, classes, and learning as facts of life over which they have no control. Adults tend to have a great deal of control over their participation in continued learning activities. With youth, the teacher uses a variety of approaches to get the individual in the class (the captive) to want to learn. With adults, the teacher uses a variety of approaches to get the individual to come to the class (conference, meeting, discussion group, etc.) or to select materials or take action for self-study (reading, educational television or radio, gallery, etc.).

Although the characteristics of motivation may be much the same for youth and adults, the adult educator would prefer to use what psychologists have reported on studies with adult subjects. However, there are many gaps in this kind of knowledge at both youth and adult levels. This gives rise to a series of questions needing further research and interpretation.

Are the findings of studies dealing with the educational motivations of youth and college students (young adults) applicable to educational programs for adults in general? What are the quantitative differences among selected motivating factors for youth and adults? Are there differences between these two groups in how selected factors stimulate the imagination and the will to act?

In what ways is motivational orientation (learning, goal, activity) related to learning and behavior change? How does the level of motivation relate to such change? Under what conditions and to what extent can motives be modified through adult education? Are the concepts of "growth-expansion" and "anxiety-threat" useful in dealing with adult motives at different periods of life? In what ways of response do different groups make to external forces of motivation? How do adults with different patterns of motivation respond to flexibility or stability in an educational program? What are the characteristics of motivation change in the later adult years?

The results of previous studies on motivation must be applied to the volunteer adult setting, and new investigations must be undertaken that are specific to the adult: What factors prompt adult participation in learning activities (individual or group) and what are the means by which these factors are internalized?

4. The attitudes of adults are being studied a great deal by behavioral scientists, and surveys and pools have been used more extensively each year. In the field of advertising, the search for information on the attitudes of consumers has spearheaded a drive for better understanding of attitudes and the use of this understanding to change attitudes and buying habits. In this descriptive type of research, psychologists and sociologists have used many adult subjects, thus making possible a more direct application to adult education than is the case with most research.

In recent studies on attitudes, the major concern has been to identify the response covariation along with attitude description. Knowledge of the attitudes of adults and their interrelationships are of prime importance in an educational program where the participants are volunteers. This requires of the educator not only a basic knowledge of attitudes and their psychological base, how to measure them and what relationships they have to each other, but, more specifically, how they can be changed to enhance learning. The promising research completed in this area has not reached the point where it is ready for wide application. The adult educator has many questions about attitudes that need to be answered.

What are the interrelationships among attitudes toward continued learning and such factors as willingness to participate in an educational enterprise, to forego nonwork leisure hours, to change jobs, or to migrate to other geographic locations? In what ways are positive attitudes toward learning developed? Can the attitudes of a group toward that which is being taught be made more positive? Does the atmosphere of the group (interpersonal feelings within the group) affect attitudes toward learning? What attitudes in an adult are conducive to accepting leadership roles in programs where volunteers teach? What effect do resistors to change have upon their peers?

Are an individual's attitudes more difficult to change if they are group-anchored? If they are, how can they be changed through group action? To what extent must the group's objectives change, or, if they are unable to change by evolution, how can the revolution be least painful? How can the adult educator use knowledge about attitude differences among social classes to vary his approach and

program? How can he use knowledge of adult attitudes in recruiting participants for educational programs? What kinds of learning experiences are most effective in changing attitudes?

A few adult educators may be "artists" who perceive by some inherent sixth sense just how to adjust self and program to client attitudes. But, for most, only research on the problem area will suffice: In what ways can knowledge of adult attitudes be used to change, develop, or guide programs of continued learning?

5. The literature on adult interests is more confusing and contradictory than research on the interests of youth. There are few firm bases upon which to build practice. In adult education, where the interest of an individual may be the factor leading to a tentative decision to seek a new behavior or new knowledge and thus participate in a program, the concern for more knowledge about interests is urgent. The part attitudes, social expectations, and values play in determining interests, if and when clearly identified and understood, would be of great value to adult educators.

What are the psychological ingredients of interest change? What factors lead to such change? How can adult interests be identified or measured? To what extent is participation in a program of learning a function of a measurable interest? How can the knowledge of interest variation among social classes and in different social groups be used in developing educational programs? How can knowledge of interests be used in recruitment to programs? To what extent are interests built upon random success experiences? What are the factors of congeniality which, if used jointly with measures of interests, can be used to predict the degree of success in vocational adult education programs? Is greater participation in adult education activities associated with more or less stable adult interest patterns?

The area of interests has much to offer adult educators when sufficiently refined by research to make generalizations possible. The area of concern is: In what ways can knowledge of adult interests be used to improve the quantity and quality of participation in adult education programs?

6. The development, structure, and functioning of an adult's personality over the years seems to be described from such a variety of viewpoints that adult educators have difficulty in understanding the relationships of the various concepts. A single framework for describing them would give the educator a sounder base upon which to build many aspects of his program.

In general, the adult educator looks at personality from the behavioristic point of view perceiving the behavior of the adult in relation to learning opportunities that are available. He sees in continuing education not only the practical value-potential related to new skills, attitudes, and knowledge but also a potential for education as a continuing shaper of personality. When he approaches personality from this stance, but is aware of the lack of definitiveness in the research literature on the subject, he becomes an avid seeker for knowledge about personality manifestations.

Are there predictable personality changes during the adult years? What aspects of personality change continue from one decade of life to the next? What is the relative importance, in the personality change of the adult, of stimuli reaching adults every day from their total environment as compared to the stimuli present in programs of continued learning (individual or group, self- or agency-directed)?

What are the anticipated responses of adults with different personality patterns to educational stimulation and opportunity? What personality patterns are associated with selected social class and other cultural variables (language, education, ethnic background, income, etc.)? What do each of the major theoretical frameworks of personality development suggest for the action level of adult education?

Do role conflicts in family and community situations influence the potential for educational participation and personality change? Do the personality characteristics of professional and volunteer adult teachers influence participation in and effectiveness of learning experiences for adult or potential adult participants?

An area of research concern for adult educators is built around the need for a better understanding of personality: What are the characteristics of personality change in the adult years, what factors influence the change patterns, and in what ways can knowledge of these factors be applied in programs of continuing education?

7. The adult educator is responding to a changing educational situation as he identifies his need for knowledge of the adult learner and the process of learning. The pressures for continued learning guide him to seek answers to questions about the continuity of learning throughout the life span, the ability of the adult to learn, the different response patterns to different learning tasks, and the nature of the "learning to learn" concept.

The mounting pressures of modern society for a more learned adult have focused attention

on the need to know more about him and how he learns. The research and development activities that have been recorded are far from adequate to resolve the key questions which need resolution. When applied to adults, many of the past studies lack both focus and depth; others deal with the wrong problems. The security of the adult educator often is threatened by false generalizations from findings of research dealing with youth in formal classrooms.

What is the nature of the "learning to learn" concept? Does learning to learn follow a different development pattern in youth than in adulthood? To what extent has the high school or college graduate learned to learn? In what ways does overdeveloped behavior of adults interfere with continued learning? What is the relationship between the instructional methods and techniques applied and the development of an adult's learning on his own? What methods and techniques of instruction interfere with the "learning to learn" concept?

The development of youths or adults who have "learned to learn" is an ideal goal for adult educators. There is a search for a better understanding of the concept and a means for its development: What are the conditions under which one learns to learn and what educational ingredients encourage learning to learn in adults?

III

THE ADULT'S RESPONSE TO SOCIAL-CULTURAL PHENOMENA

1. There is a bond between education for individual change, small group change, and broad social change. This being noted, educators and sociologists have been engaged individually and jointly on investigations of the process of change. Although under a variety of titles, many of these studies are focused on the adoption process. They trace specific practices from individual exposure or awareness to general community adoption. In the course of the research a framework has been developed that in some instances can identify everyone from the innovator to the late or last adoptor.

The process of diffusing technical, social and cultural information into a community is of such concern that one author was able to cite 506 references dealing only with that general topic. In spite of the great wave of scientific interest in change that has developed during the past decade, many of the first questions to be asked have yet to be answered. Some of these are in the two following paragraphs. Nevertheless, a good base has been set and useful frameworks for organizing and analyzing data have been designed.

At what stages in the social action process is an "input" of education most effective in producing change? Which sociocultural background factors stand in the way of accepting change and new ideas? Which encourage innovation? Which, if supported by educators, aid or delay adoption? What is the role of the "change agent" (educator) in bringing about social action? How can a useful framework of community development be established as a base for scientific study of educed community changes? What are the results of selected patterns of outside innovation on the individual, the group, and the community?

What are the response patterns of different social groups to outside and inside change agents? What is the role of crisis in bringing about change? In what ways is social control maintained or reestablished during of after a period of great social readjustment induced by technological factors? What changes in the role of the individual in his social group occur as a result of cybernation? Can the educator use technological change advantageously in programs of individual and community development? To what extent does tampering with a community's social and economic structure bring positive outcomes?

This area of research need should be continued as one of high priority: What are the sociocultural factors that most influence change in human behavior— individual, family, small groups, or community? In what areas of human concern are educator-induced opportunities for change most likely to elicit favorable response? In what ways can action that is more positive than negative be achieved?

2. The concept of "anticipation of change" by the individual adult, family, small groups, or community is as important a concept to the sociologist as the "learning to learn" concept is important to the psychologist. It is recognized that in the United States culture change is expected to occur, and there are those who look forward to change with a considerable degree of satisfaction. There are others who look toward change with dissatisfaction and willingly delay the effects of change as long as they can.

The adult educator, by the nature of his field of work, tends to deal more closely with those who look forward to change than with those who would delay it. There is knowledge of both groups that is helpful in adult programs, but at this stage in the development of the field the educator and the participant tend to respond program-wise to change that has occurred rather than to change that is anticipated.

What sociocultural factors lead to planning for change on the part of adults? What are the differential responses to new social organizations by adults who welcome change as com-

pared to adults who wish to delay it? What are the differential responses of those with varying degrees of openness towards change to educational programs based on established changes, developing changes, potential changes?

Should the educator encourage programs that deal with the potential rather than the fact of change? What is the effect of anticipatory programs on the social order? What is the influence of those who anticipate change on the social order, on the precipitation of change, on the educational programs in which they participate? How can we identify adults who respond to change in different ways?

An important followup of the studies of adoption and educator-induced social action lies in a study of those who anticipate change: What factors are responsible for a positive anticipation of change? What characteristics of educational programs elicit positive learning responses from those with different change anticipation patterns?

3. There are a variety of demographic and ecological problems of society that have been given consideration by sociologists and educators. Certain aspects of such problems have been suggested as barriers to the extensive retraining that is necessary in a country where business and industry are rapidly being automated and where maximum effectiveness from the labor force is demanded. Technological advances always raise questions of concern for educators.

Is training for a new job more effective prior to or after change in employment? If such training is compulsory, is it effective when jobs are being eliminated? Under what conditions will workers trained for new jobs migrate to other areas to find employment? Should liberalizing studies accompany retraining if migration is likely to occur? What is the effect of liberalizing studies on migration? What is the relative cultural strength of community and vocational ties? How can they be transcended? What are the sociopsychological barriers to migration that technological change induces? What is the role of the educator in helping a community adjust to loss of a substantial portion of its labor force?

Adult educators are faced with different kinds of problems in this area of research need: What are the roles of the educator in helping adults make the social, physical, and retraining adjustments arising as a consequence of technological unemployment?

4. The decisions about what to teach and how to teach that are made by the educator, and the decision about whether or not to make the effort to learn that is made by the adult subject, have a substantial impact on the surrounding society. Some information about the characteristics of adults who participate in adult education activities such as social status, education level, economic level, and general cultural level have been known for some time. There are, however, a large number of unanswered questions that, if resolved, would aid educators to create ways of reaching previously unreached adults, to program for more effective learning, and to understand both failure and success of ongoing programs. Chief among these is that of determining the real needs of people where they are, as they are, so that programs are planned to meet these needs.

Social relationships among clientele, both in class and out, have become a fruitful field for investigation. Many findings in learning and adult development can be applied effectively in education only if they are related to the local community as it really is. Thus, educators seek answers to a host of questions about relationships among people and groups, and between local groups and the larger society.

What are the barriers to communication from one social class to another? What differences exist among classes on the value attached to active participation in a group as compared to being a spectator at a lecture? What kinds of approaches to learning are effective with lower socioeconomic class adults? What barriers to the desire for learning exist in urban slums and rural impoverished areas? Can useful instruments be developed to provide valid local evidence to the educator on such factors as community power structure, class systems, and community values?

How do culture-induced objectives affect the organization of educational programs? What role is seen for adult education by different community groups? What does each group see as its scope, its function, and its status in both educational and social organizations? What influence does type of family structure have on participation and learning in a community?

How does a learning group form its own social structure? What kinds of social systems develop and operate in the classroom, in conferences, and in ongoing voluntary adult education programs? How does the social climate of a community affect program planning, participation, acceptance of leadership, and ultimately the learning outcomes of an adult education program?

This is a priority area: What socioeconomic and cultural information is essential to the planning of adult education programs? How can such information help adult education programs achieve both relevance and effectiveness?

5. There are a number of developmental aspects of the emerging field of adult education which, if better understood, would help promote its continued growth. Education of adults has taken place in a great variety of settings under the sponsorship of many different agencies and organizations, each virtually independent of all others. The knowledge gained from these diverse experiences has not been sufficiently integrated to build a general frame of reference for the field. A historical overview could thus do much to help develop the framework and provide guidelines for growth. Up to now we have had historians of numerous parts of the field, but not a historical integration of all the parts. Furthermore, in a research framework dealing with application, the historian's role can be interrelated with the role of the sociologist as patterns of development are noted.

To whom have different types of programs appealed in the past? What does analysis of program content over several decades tell about the changing nature of offerings and their acceptance by differing sociocultural groups? What does program format and content explain about the way adult educators have responded to changing learning theory and to knowledge of society, to general changes in values and social norms, to specific changes in technology and means of communication?

Before making a forward thrust of consequence, adult educators need a clearer perspective of their own past as it relates to social and cultural phenomena: What changes in the social and cultural setting during the last several decades have affected the programming of adult education, its content, its format, its variety?

IV
THE ADULT EDUCATION ENTERPRISE

PURPOSE AND GOALS OF ADULT EDUCATION

Past, Present, and Future

The literature in adult education abounds with subjective documentation dealing with a great variety of concerns, potentials, goals, and statements of what the purposes of adult education ought to be. Agencies of adult education tend to revise original documents identifying their own goals every ten years, usually from the base of an earlier statement rather than from the base of the present setting in which they operate.

A number of historical studies provide some perspective on the changes in purposes and goals of adult education through the years but research has yet to give the overall view of the past that is needed. Statements on present goals and objectives of the many separate agencies have not been analyzed in a fashion that provides a useful structure for either administrator or teacher. Thus, an ever-present call for integrated studies of purposes and goals is noted in the literature. Most of the following questions would not have to be asked if the goals and purposes of the overall field were clear.

What is adult education all about? What is it trying to do? Where is it really heading? What is adult education's philosophical base? To what is the field of adult education committed? Does the adult educator know only what he has observed or does he have some broad purpose to his action?

In what ways are the goals of adult education coordinated with those of education for youth? Is it the purpose of the educator to deal only with goals identified by the client or is there more global purpose of the field? To what extent is there an overlapping among the goals and purposes of the different agencies of adult education? Are overlapping goals among agencies conducive to positive outcomes?

There is a need for normative and descriptive studies of adult education's goals and purposes: What purposes have been sought and achieved, what goals and purposes are now being sought, and what goals should programs of adult education be trying to achieve?

The Scope of Adult Education

Adult education enterprises are scattered through various branches and levels of government, are on the periphery of public education programs from elementary through graduate schools, and are organized for the educationally, economically, and socially illiterate as well as for those with Ph.D. degrees. The scope of educational programs for adults is almost beyond believing. Programs are established by business and industry to retrain workers and to provide liberalizing experiences for executives. Professional fields develop induction training programs and postdoctoral seminars. Universities teach farmers how to apply fertilizer and economists how to control production. Voluntary agencies and organizations provide study opportunities in life saving, picture taking, international relations, and philosophy. Libraries in a single evening provide their resources to encourage study of conversational French for tourists and great ideas of Western civilization for homemakers.

Small wonder the adult educators are asking: What am I supposed to be doing? The goals and purposes of adult education are so broad and pervasive on the one hand and so narrow and focused on the other that one would expect educational schizophrenia as a routine outcome of being too long in the field. A combination of policy studies and research is needed to provide a clearer image of the goals and purposes of continuing education.

To what extent should selected agencies or organizations limit their goals and purposes? Would integration of planning by the many

groups providing education for adults be desirable? To what extent are the learning goals of adults and the educational objectives of the agency coordinated within a program? By what means can the adult educator identify the goals and purposes of the client? Is it possible to distinguish client needs from client wishes? To what extent is a client's ability level in the area of agency goals the determining factor in his participation in a program? What criteria should be used to determine goals of groups needing or seeking continued learning? Should the adult educator take into account, in establishing goals and purposes of education programs, the great variation among clients' social and economic status?

At this point in time the coordination among agencies in their search for goals and a central purpose has a higher priority than the need for research. The need for research, however, should not be overlooked: What should be the relationship between the immediate and long-term goals of adult education agencies?

UNDERSTANDING ADULT EDUCATION

The Practice of Continuous Learning

Although the practice of continuous learning has not gained sufficient acceptance to be considered characteristic in the United States, a leadership climate favorable to its development now exists. There are those who use the increasing enrollments in colleges and graduate schools as evidence of the acceptance of this practice. There are others who point to other than learning reasons for the increased enrollment and follow with a generalization as to the millions whose attitude toward continued learning is anything but positive. From the literature and through interview come questions about the development of continued learning that beg for answers.

Should special efforts be made to develop a continuous learning experience, or will it suffice to wait for the pressures of social change to mold continuous learning into the value system of the family? Should this learning pattern be developed in the early years of formal education? Can it be taught? If it can be taught, what type of learning situations, what scope, and what sequences will be effective? Should this be the task of a social agency or of the home? What contributions can elementary and secondary schools and colleges make toward the development of the practice? How general is the acceptance of continuous learning among varying social and economic settings (social classes, economic levels, age levels, employment classifications, ethnic backgrounds, places of abode)?

This is an area of both theoretical and practical research need: To what extent does the practice of continuous learning exist? How can the practice of continuous learning be developed effectively?

Marginality

Among the established institutions of our society adult education almost always appears at the margin and seldom near the center of activities. In the educational programs of most school districts, the adult program gets tacked on as an afterthought, if at all. Business and industry rarely seek the competent educator to develop an inservice program; instead, a technician is given this responsibility and the educational program is begun by trial and error.

How does marginality affect attitudes toward and outcomes of educational programs for adults? Does it discourage commitment or alter worthwhile forms? Does the layman understand what adult educators are up to? How can adult educators build acceptance for themselves and the program? What effect does this marginal image have on learning in the classroom, in the shop, in the home? How is the morale of adult educators affected by their marginal position in agencies, professional associations or communities?

The methods and application of historical research need to be focused on marginality: How have once marginal fields of work overcome the handicap of marginality and gained both internal and external acceptance? What factors within and outside of the field affect marginality?

Patterns of Participation

The many different research approaches to participation of adults in continuing education point up the lack of focus on how to obtain data on this vital subject. Nevertheless, emphasized throughout the extensive literature is concern for the problem of participation and the values to accrue from its resolution.

What clues to participation and subsequent learning come from information about the attitudes and interests of adults? How do general community social needs influence the participation of adults in selected programs? Under what conditions do threat and social pressure lead to participation and learning in organized groups? In what way does the social climate within the group affect continued participation for learning purposes?

In what ways are individual personality characteristics related to participation? To what extent is the goal of self-study encouraged by participation in learning groups? How

does internal and external goal assessment affect participation in learning activities? What aspects of method and technique affect continued participation? What are the most effective means of appraising the quality of participation?

Recently there has been an increase in participation studies (Johnstone, etc.) but little beyond gross participation has been examined: What are the influences of different adult group participation patterns and independent study on the achievement of selected goals?

Resources Available

The social, cultural, educational and technical climate in the United States has become more positive toward continued learning during the past decade than during any previous period of history. It is because of this climate that the resources for continued learning are being sought, developed, and appraised. Yet, the literature in this field provides limited assistance in answering questions about the location and use of resources.

What resources of elementary and secondary schools are available for adult programs? What resources of government are available for adult programs? What resources of government are available to the field? By what means can continued learning programs be financed? What human resources (professional and voluntary) are available for program development? What is the value to adult education of such resources as museums and the theatre? How can these resources be used? What financial and human resources in voluntary associations and professional groups are available for education? How can human resources in developing technical fields be utilized?

It can be generalized that almost unlimited resources are available if they can be identified and their potential use understood. Thus: In what ways can the potential resources for continued learning be organized, integrated, and activated to meet society's need for intellectual growth?

THE EDUCATIONAL PROCESS

Communication and the Independent Adult

The literature makes clear that teaching adults requires more than the application of a selected pattern of methods and techniques. But not having such a pattern and being faced with a clientele whose only compulsion to participate is its own, the educator of adults often feels that he must be an educational and content expert, artist, comic, diplomat, and policemen at one and the same time.

He borrows from college, grade, and secondary school teachers; he questions his colleagues; he reads a dozen different answers to the same question in professional journals; and he continues to teach. But all of the time he carries unanswered questions around with him. He is tempted to create new forms for teaching adults because, somehow, those used for dealing with captive audiences never quite fit. Some teachers of adults become insecure in their lack of knowledge of the educational process; others believe that they alone are correct; but most continue to seek answers to questions related to instructural improvement.

What are the conditions under which major methods of reaching adults are effective (small group, large group, individual, classes, mass media, etc.)? Within each method, what teaching techniques are most appropriate (discussion, panel, correspondence study, lecture, television, etc.)? How can the human and physical resources of the community be used to enrich adult learning? What relationship to the client is the best to establish for a particular program and set of objectives? What adjustments in teaching should be made when dealing with divergent communities and social groups? How should the learning environment be changed for different types of objectives? Under what conditions can volunteer teachers be used with success? How can one's own adult teaching competency be assessed? What stereotype of adult educators is held by adults? How does attitude toward the adult relate to teaching effectiveness of full time, part time and volunteer adult teachers? What do adults expect of the teacher or adult program leader?

Although this area of research need lacks a firm structure, it is great priority to those who are teaching: How can the teacher be effective in his communication with and stimulation and development of the adults he seeks to teach?

Communication and Program Goals

There are no exceptions: communication, whether by seeing, hearing, smelling, tasting, or touching, or by some sixth sense, is necessary if adults are to learn. Yet too often adult educators have taken communication for granted. The methods, techniques and devices used in communication, however, can be no more effective than the purpose for which they are used. Thus, if the purpose of the communication is clear to the communicator and he is familiar with the media, he will know which method, technique or device of the ones available to him is the most effective to accomplish his task. Adult educators want to know how they can best use what is known about communications as they work with adults.

In what ways can a common base of experience be provided for the communication process? What are the starting points of experience that can be used as a channel for communication among different vocational and professional groups, socioeconomic classes and educational levels?

What is the psychological impact of selected communications media on learning? How does the form of presentation (language and style) influence behavior? Under what conditions will selected means of communication block learning? In what ways does language usage help develop or deny the social process? How can feedback be used to improve the climate of learning? What distinctions in communication should be made in dealing with different types of social groups? What are the communication variables that need to be considered in teaching individuals or groups, instructing or propagandizing, persuading or teaching, teaching in a formal or informal setting?

This area of research need is most important to the adult educator at the teaching level: What are the means by which communication can be effectively used to help reach adult program goals?

Instructional Groups

Much of adult education is accomplished in groups. The instructor of such a group may well be aware of the research findings coming from psychology, sociology, and social psychology pertaining to experimental studies which deal only indirectly with instructional groups. These studies have almost always had highly controlled variables; however, the variables they did control are usually not germane to the types of study which are made of instructional groups, because the variables that can be studied in instructional groups are different. The kinds of questions raised in the studies in the three aforementioned fields and the way in which they are raised do not really address themselves to the type of focus with which adult instructional groups are concerned.

If an instructional group is one whose feedback system must be completely open cognitively and whose size is such that each member has access to all other members in order that its learning task may be accomplished rather than impeded, what are the limits of behavior within which a group remains open enough to accomplish its learning task? The openness of the feedback system gives the instructional group an emerging quality which takes account of content as it goes along, thus correcting itself as it plans its purposeful goals and the means of achieving them. In so doing, aspects of the history of the participants and their interaction with each other become part of the content they consider. Which aspects of this history are conducive to learning and thus need to be encouraged and which are deleterious and need to be overcome? How much of the affective domain should serve as part of this historical cognitive domain? How can an instructional group use the knowledge and skill of its participants to achieve its learning tasks?

What is the role of the teacher in an instructional group? What guidelines would help him to help the group achieve more cognitive learning? Do any "problem-solving" techniques apply to instructional groups? If so, which?

What personality variables among the individuals in a group prevent the sought-for openness and thus encourage a buildup of structural stratification among group members? What conditions of the social milieu prevent this sought-for openness?

Since a high proportion of all adult education takes place in groups whose goals are learning-oriented rather than decision-oriented or therapy-oriented, how can the research findings from sociology, psychology, and social psychology which deal with decision-making groups be reinterpreted and coordinated so as to become meaningful for instructional groups? This is a PRIORITY area.

Volunteer Teachers and Leaders

The area of leadership has been of concern to adult educators because of their dependence upon voluntary participation in educational programs and the extensive use the Cooperative Extension Service and other agencies have made of volunteers to provide leadership in their programs. The matter of dealing with adults rather than children inserts a very different factor into the setting for leadership. The uncertainties created by forces of change provide further complications to the setting in which leadership is sought.

Much has been written about leadership, but only recently have psychologists and sociologists given specific attention to it as an area of research. This attention coincides with the increasing participation of adults in educational programs and the growing number of special interest groups seeking to lead others toward program goals. Because of this recency of intensified interest, there are numerous problems of definition throughout the leadership field remaining to be resolved.

The adult educators, in their predisposition toward idealism, often overlook studies of leadership that border on manipulation or deliberate management of people. Management and

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advertising studies have much basic material to offer the adult educator who seeks research answers to certain kinds of leadership questions.

What are the characteristics of a leadership role that promotes learning? Can such a role be developed among volunteer participants? To what extent is one's subject-matter competency a factor in establishing a leadership role in a learning setting? Does one's expressed attitude toward learning affect his leadership? Are volunteers or professionals more effective in leading lower socioeconomic groups to continued learning? What characteristics are associated with effectiveness? What personal psychological factors are related to an adult's volunteering for a leadership role in an adult educator's program? What sociological factors are so related? Which methods of leadership training bring about the most constructive social outcomes in terms of the individual who is trained and the group which is led?

A great deal of investigation by educators, psychologists, and sociologists is needed in this area: In what ways do learning experiences as a volunteer teacher (leader) add to the learning outcomes of educational programs using volunteer teachers (leaders)? What personal and social factors influence the effectiveness of volunteer leaders?

Occupational Retraining

As the industrial part of our society moves irrevocably onward to increased automation and cybernation, a drastic reduction in the need for unskilled labor and the virtual disappearance of the small farmer becomes evident at the same time that an increase in the need for highly skilled personnel shows itself. The answer is obviously vocational retraining. However, in almost all instances, retraining presupposes a floor of basic knowledge and skill. If the individual does not have these basics, then the adult educator is challenged to provide it. For example, an awareness of learning need may come to a group of reasonably sophisticated tradesmen and mechanics who have serious doubts about their ability to learn new technical skills at their stage in life. Yet learn they must if they are unwilling to face the consequences of nonwork at an early age. The concept of self-sufficiency which a person has who is not only willing but able to work needs to be rekindled as a part of the retraining process so that not only does the individual acquire skills that are currently marketable, but also his sense of self-worth is concomitantly rebuilt into the new framework.

What are the means by which educators can develop a recognition of the needs to learn on the part of adults facing retraining? When is the most appropriate time to seek a commitment to new learning and to begin retraining? What are the most effective means of giving guidance on goal setting in relation to present ability level and future employability? If the concept of continued learning has not been accepted, how can this be built into the technical training program? What are the social, psychological and economic barriers to acceptance of retraining and how can they be overcome?

Technical retraining is a PRIORITY need today: How can technical retraining be accomplished with the most positive effect on personal goals and achievement and the least disruption of business and industrial development?

Adult Basic Education

The problem of technological unemployment is most critical for those adults with a low level of work skill (as those mentioned in the previous section) and for those who also lack the qualifications of social and educational literacy required as a basis for desiring and using vocational retraining. The adult basic education needed by such persons (functionally defined by the OEO as having less than a sixth-grade education) is simply learning the language: speaking, reading, writing. With the passage of the Economic Opportunity Act, this heretofore partially hidden need was exposed and provisions were made for programs to meet the need. Most of the nonliterate are living in poverty pockets where society has passed them by: migrant agricultural workers, other farm workers, school dropouts, urban slum dwellers, Indians both on and off reservations, and the elderly who grew up in preliterate times or places. If we define poverty as those circumstances which prevent a man from approaching or reaching his full potential as a man or any part of that potential, then we can see the basic necessity of acquiring literacy skills to develop a proper self-image and so get out of the descending poverty spiral.

For the one who is to be an adult basic educator, the kind of research information needed is that which could answer questions such as: What are the conditions which led to the development of illiteracy? If such conditions are being maintained, how can they be overcome? If people choose not to be literate, if they have not the courage even to ask how one can become literate, if their self-concept or self-image is so low that they are unable to accept the adult basic education which is offered, then isn't research needed in how they can be motivated, individually and/or collectively, to want to learn these basic skills?

What potential for adult basic education lies in the promotion of cooperatives that are producer-oriented to make salable merchandise and/or consumer-oriented to teach improved buying procedures? How can the members of family, friends, or neighborhood groups be organized so that all members of such groups may help one another attain literacy? How can such adults be identified prior to unemployment? How can adults participate in literacy programs while employed?

This area is a PRIORITY research need: How can all persons in our nation who are not now literate most effectively overcome this handicap?

Planning the Educational Program

Without the establishment of overall purposes, the development by an adult educator of a program for continued learning is hazardous. Once purposes are clear, however, program planning (curriculum development) can be undertaken with a degree of confidence. Even so, there are no firm procedures that adult educators can use to accomplish this task.

The process of program planning in adult education has in it many of the same characteristics as curriculum development in schools and colleges, but once again the voluntary nature of adult learning provides a different set of circumstances. A number of theories of program planning are in use with somewhat different principles of planning suggested as guidelines.

One point of difference among these approaches is a judgment on the extent to which the client should be involved in determining needs and identifying objectives. Research on the effectiveness of different means of program planning and testing some of the approaches to it have been underway. The Cooperative Extension Service, in cooperation with rural sociologists, has been most involved in this research but, as yet, it does not have firm answers to a number of basic questions.

Should program objectives be determined on the basis of individual needs, learning theory, or subject matter that fits agency purpose? Should objectives be adjusted to general social needs of the time? What is the most effective way of determining those needs which an individual can resolve through education? What types of client-need analysis can be used by community level adult educators?

Which of the alternative approaches to program planning are most effective in achieving selected purposes? Does the method of planning used (formal "agency planned" vs. informal "client-and-agency planned") make a difference in quality of participation, quantity of participation, or actual achievement of behavioral change? Does the amount of client involvement in planning affect learning outcomes? Are suggested principles of sound planning (flexibility, etc.) more or less conducive to learning? Under what conditions? What program planning procedures can be used to encourage self-learning? What procedures discourage participation in educational programs? Which planning procedures work most effectively with selected socioeconomic classes?

Planning programs for adult learning is an area of needed research now under study, but it needs greater emphasis: What procedures of program planning lead to maximum adult learning?

Administering Programs of Adult Education

Three kinds of administrative concerns are present in adult education programs. One concern is tied to the regular administrative process faced by any organization; the second deals with coordination among the many agencies purporting to meet the educational needs of adults; and the third deals with policy formation for a segment of an organization lying on the margin of acceptance. There may be certain problems of administration unique to adult education in industry and others to Cooperative Extension, but research in general administration tends to apply regardless of the nature of the institution or its method of organization. Of more concern to adult educators are administrative problems related to coordination, use of volunteers, informal action, voluntary financing and— if the adult education role is marginal— developing policies and procedures amenable to a marginal position without, on the one hand, losing acceptance in the parent organization or, on the other hand, getting closer to the central purpose of the organization and further from the marginal goals.

What kind of structural organization would be most useful as a means of coordinating selected portions of the programs of many agencies? Should this structure be formal or informal? What is the most effective administrative structure for voluntary adult education agencies? To what extent should planning, organizing and administering adult education activities in a business be tied to the general administration of that business? Likewise in industry, in public schools, in government? Are policies successful in administering adult programs within a parent organization useful in a voluntary educational organization? Are selected means of policy determination equally successful in both? What is the relative effec-

tiveness of advisory committees and councils in helping to establish organizational and administrative policies in both types of organizations?

Are established patterns of policy formation in educational agencies serving youth appropriate for those agencies serving adults?

What are the perceived functions and responsibilities of administrative and supervisory personnel in different kinds of adult education agencies? What administrative restructuring is needed to effectively relate to a rapidly changing society?

The variations in administrative structure in adult education lead to an area of research needing solution: What is the proper function of administration in adult education when it is the mainstream goal of an educational agency; when it is the marginal activity and goal of the agency? What is the most effective administrative structure for coordinating adult education activities of diverse agencies and organizations?

Counselling Adults About Their Educational Needs

The need for continuous learning has increased manyfold in a short time. Pressures to encourage voluntary efforts toward new or additional learning come from many sources, including work changes, community changes, and family changes. Left to his own devices, an adult often will seek help and advice on a very casual basis from his peers, whether or not they are equipped to give such advice. Inquiries do come to adult educators from some of the more sophisticated adults seeking guidance and counsel on plans for learning, but even in these cases the effectiveness of such aid has not been determined. The potential of adult educators to help adults arrive at decisions about their mobility, retraining or independent study problems is not well known.

Who are the most likely users of educational guidance and counselling services for adults? With what kinds of educational decisions can adult educators give the most help? What are the outcomes of different kinds of adult guidance programs? What are the characteristics of adults who are amendable to positive aid in a counselling situation? What measuring instruments are useful in collecting information with which to counsel adults? What are the relative values for adult counselling of the instruments developed for high school and college age youth? What new instrumentation is needed? What special materials and information are needed to provide educational guidance to retired adults, poverty stricken adults, the unemployed, the handicapped? How do social status, social role, and nature of the community relate to guidance and counselling effectiveness?

Here is an area of research need that is developing rapidly: What are the means and methods by which educational guidance and counselling can be provided to aid in the resolution of the continuing education challenges of adulthood?

Preparation of Adult Educators

The opportunities for graduate study in adult education have been greater than in many fields undergoing rapid expansion. These opportunities generally have developed in relation to programs in schools of education or colleges of agriculture. These institutional ties have made growth possible with only limited clarification of goals and purposes, curricular organization, and kinds of learning experience to be provided. In effect, adult educators have borrowed from or added to vocational and educational programs ad libitum. Those in charge of such graduate programs in adult education now find themselves faced with a multitude of philosphical, policy, content, and administrative problems. Some of the problems can be resolved by study groups and institutional committees; others need extensive research.

What are the unique characteristics of adult education that should be provided for in planning graduate curricula? What concepts, skills, and values should be (can be) developed in the curriculum? How effective in moving toward the major goals of adult education graduate programs are such devices as the internship, the teaching assistantship, interdisciplinary seminars, and independent study? Can the objectives of the program be met more effectively in a curriculum focused on a special type of adult education or on adult education in general? Under what conditions should the graduate program give special attention to increasing competence in content areas outside of the behavioral sciences? How effective have graduate programs been in providing research, content, and philosophical leadership for the field?

Here is an area of research need that requires the special attention of the university: What is the relative usefulness of each aspect of the graduate curriculum in adult education for preparing leaders in the emerging field?

Evaluating Programs

Although the nature of evaluation is much the same for all types of educational programs, there are some unique characteristics in the

emerging field of adult education that demand careful scrutiny and different approaches. The fact of voluntary participation needs to be accounted for in evaluating programs, as well as the practice of using volunteer (amateur) teachers for many phases of the programs.

The wealth of experience that an adult brings to a learning situation is quite removed from that brought to the setting by a child or teenager and needs to be considered when progress toward the objectives of instruction is measured.

The potential for direct financial rewards from continued learning needs to be considered seriously in evaluating most vocational adult education programs. The social objectives of certain adult programs have a more meaningful base and a potential of earlier achievement than do programs for youth. The nation's continued progress in technology engenders a prime need for higher and higher qualifications among those already employed in both creative and technical fields; evaluation of the effectiveness of programs of continuing education to meet that kind of need is imperative.

Do specialized programs of adult education aimed at maintaining or improving vocational competence in a rapidly developing technological world result in increased technical creativity and production? What are the social consequences of such programs? To what extent do the outcomes of programs change the behavior of adults? What kinds of behavior change occur as a consequence of class participation, specific teaching methods, differing adult learning objectives, differing agency goals, self-designed study activities? What is the relationship among the learning outcomes of programs with identical objectives held at different locations on a university campus, in a public high school, in an industrial building, in a library? Under what circumstances and for what kinds of objectives, are professional adult educators more productive than volunteer teachers?

What kinds of criteria are most useful in evaluating programs of self-study?

It is important to learn more about the evaluation of voluntary learning programs. The research here has been limited: Of all the individual and/or agency objectives in adult education programs, which are attained? What approaches to and means of evaluation are useful in measuring outcomes of voluntary and/or mandatory participation in programs of continued learning?

V
SUMMARY

The contributions of this part of the investigation are the gleanings from a series of related efforts that involved (1) reviewing and integrating the relevant recent research in adult education with that cited in previous reviews, (2) reviewing recent research in related disciplines and applied fields, (3) interviewing leading persons in these disciplines and applied fields, (4) carefully reviewing the writings of the professors of adult education, and (5) synthesizing the recommendations emerging from a work conference in which leading adult educators appraised and criticized a preliminary report of need research.

The two most important contributions of this part of the study are (1) the development of a tenable structure within which research related to adult education can be identified and (2) the identification of the research needs of the field in relation to that structure.

The evidence is clear that the adult education enterprise is an important field of study. There are research problems related to the enterprise that can be resolved by research in a number of disciplines and allied fields. Chief among the disciplines that can make substantial research contributions are sociology and psychology. The allied fields of communications, human relationships, and social work also have important roles they can play in the resolution of other field problems. Furthermore, since the adult education enterprise rests within the total field of education, there are important contributions it can make to adult education.

There will be added contributions from other various disciplines and fields of study as the American society moves closer to the time when continuing education and retraining is the positive alternative to unemployment; to the time when the adult's response to questions about his employment will elicit but three alternative responses, (1) "I have a job," (2) "I'm in retraining," and (3) "I'm retired." Within this framework there can be no "unemployment." It is then that the narrow walls of thinking about education must crumble; walls that have tended to confine elementary, secondary, and higher educational systems alike to an image of themselves and their institutional structures as terminal educational facilities—a role assignment adult educators would have them abandon.

Similarly, as our American society moves to a level where people spend fewer hours earning their income and more hours living their lives as they see fit, adult education will increasingly need to develop programs which will add constructive creative life to these hours, programs of general education as well as recreation.

VI
THE LOOK AHEAD

The organization of areas of research into categories of application should not close the door to theoretical explorations, basic research, or speculation. In a field that is very practical on the one hand (vocational retraining programs) and theoretical on the other (development seminars), there is an unusual opportunity to systematically explore both the past and the future in addition to systematically facing the present.

There are theoretical questions at both the edge and heart of adult education that need probing by minds searching for truth. Strategy and policy formation in adult education need examination. Applied researchers often consider behavior as a one-to-one relationship among factors, but behavior of adults is too complex for this kind of simplification. The potential that institutions of continued learning have to manipulate educational variables in the broad community setting often is ignored when, indeed, this manipulation may be the most significant element of cultural change.

The applied research needs identifed in this document should be pursued with all possible speed, but not without a concern for the philosophical and theoretical contemplations and speculation that can help provide a basis for judgement and a guideline for development.

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